

AYNOR MIDDLE
400 Frye Rd.
Galivants Ferry, SC 29544

GRADES 6-8 Middle School

ENROLLMENT 504 Students

PRINCIPAL Milton Frink 843-358-6000

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	26	17	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

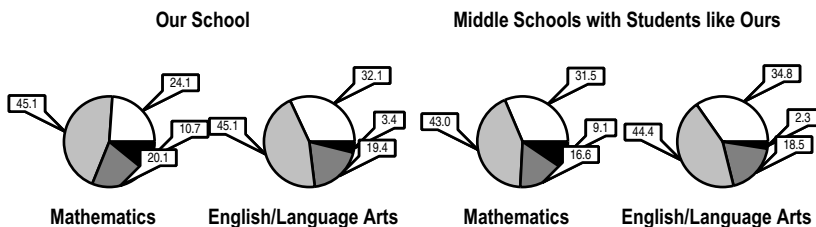
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	502	97.6	31.0	45.8	19.7	3.5	31.7	Yes	Yes
Gender									
Male	258	98.1	35.7	47.1	14.7	2.5	26.5		
Female	244	97.1	26.0	44.4	25.1	4.5	37.2		
Racial/Ethnic Group									
White	434	98.2	28.4	47.0	20.9	3.7	34.1	Yes	Yes
African-American	61	96.7	50.0	35.7	12.5	1.8	16.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	410	98.5	23.6	49.2	23.0	4.2	37.2		
Disabled	92	93.5	67.1	29.1	3.8	0.0	5.1	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	502	97.6	31.0	45.8	19.7	3.5	31.7		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	499	98.0	30.9	45.9	19.8	3.5	31.7		
Socio-Economic Status									
Subsidized meals	321	97.5	36.5	46.9	14.9	1.7	22.2	Yes	Yes
Full-pay meals	181	97.8	22.0	43.9	27.7	6.4	47.4		

Mathematics - State Performance Objective = 15.5%									
All Students	502	98.0	23.2	45.7	20.3	10.8	43.1	Yes	Yes
Gender									
Male	258	98.5	25.5	46.4	16.3	11.7	41.4		
Female	244	97.5	20.6	44.8	24.7	9.9	44.8		
Racial/Ethnic Group									
White	434	98.2	20.6	45.8	21.6	11.9	46.0	Yes	Yes
African American	61	96.7	40.4	45.6	12.3	1.8	21.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	410	98.8	15.7	47.9	23.6	12.8	49.7		
Disabled	92	94.6	58.8	35.0	5.0	1.3	11.3	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	502	98.0	23.2	45.7	20.3	10.8	43.1		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	499	98.0	23.0	45.8	20.4	10.8	43.2		
Socio-Economic Status									
Subsidized meals	321	98.1	28.4	47.1	18.7	5.9	36.3	Yes	Yes
Full-pay meals	181	97.8	14.5	43.4	23.1	19.1	54.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	168	99.4	36.3	42.0	17.8	3.8	21.7
	Grade 7	182	97.3	28.9	45.2	21.7	4.2	25.9
	Grade 8	152	97.4	27.5	52.2	18.1	2.2	20.3

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	168	98.8	23.6	41.4	20.4	14.6	35.0
	Grade 7	182	97.8	24.0	42.5	23.4	10.2	33.5
	Grade 8	152	97.4	21.7	55.1	15.9	7.2	23.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 504)				
Students enrolled in high school credit courses (grades 7 & 8)	26.0%	N/R	13.5%	14.6%
Retention rate	7.8%	N/A	4.0%	3.0%
Attendance rate	95.2%	N/A	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		6.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		5.5%	5.3%
Eligible for gifted and talented	17.9%	N/A	14.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.8%	N/A	14.1%	13.9%
Older than usual for grade	6.0%	N/A	4.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	N/R	0.8%	0.9%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	48.5%	N/A	44.6%	48.7%
Continuing contract teachers	78.8%	N/A	82.7%	81.7%
Highly qualified teachers**	96.0%	N/A	92.6%	90.4%
Teachers with emergency or provisional certificates	10.0%		5.0%	5.3%
Teachers returning from previous year	N/A	N/A	83.8%	85.1%
Teacher attendance rate	93.6%	N/R	94.9%	94.8%
Average teacher salary	\$41,883	I/S	\$39,222	\$40,566
Prof. development days/teacher	11.2 days	N/R	11.1 days	11.0 days
School				
Principal's years at school	1.0	N/R	4.0	3.3
Student-teacher ratio in core subjects	25.1 to 1	N/R	20.0 to 1	21.3 to 1
Prime instructional time	87.2%	N/R	88.9%	89.3%
Dollars spent per pupil*	N/A	N/A	\$5,589	\$5,821
Percent of expenditures for teacher salaries*	N/A	N/A	61.7%	61.8%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	94.4%	95.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	87.9%		92.0%	
Highly qualified teachers in high poverty schools**	92.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Aynor Middle opened for the first time in August 2003-04. The student population of our new school encompassed grades/students from five schools. As a result, this year proved to be an exciting year for our students and faculty as they worked to establish their own identity.

To address the needs of our children, we identified and implemented the following strategies:

- An academic assistance class was provided for students who had not met standard on PACT and who could not attend afternoon tutoring sessions.
- All teachers used MAP testing data for math, language arts and reading to analyze the progress of their students. Based upon this data students were placed temporarily in classes to provide more intensive instruction in his/her areas of weaknesses.
- Our after-school tutoring program was made available to all students who wished to strengthen their academic skills.
- Read 180 program was implemented as part of our computer academic assistance program.
- Corrective Reading was incorporated into the special needs classes to address students' lack of reading skills.
- Staff development was based upon student achievement results from PACT and MAP.

Although Aynor Middle is a new school, we have received much recognition and many awards. Among these are:

- In 2002-03 AMS was recognized as a Statewide Award of Excellence School.
- One student was winner of the Regional Spelling Bee Competition and competed in the National Competition in Washington, May 2004.
- Chorus students made All-County Chorus.
- Four students were recipients of Fine Arts Scholarships for Summer Music Camp.
- Chorus received a rating of excellence at the Carowinds Choral Festival.
- Eight Junior Scholars.
- Boys and Girls B-team Basketball, Softball and Baseball finished with winning seasons.
- Four students received awards from the SC Mock Trial Association.

There are many challenges we must meet as we continue in "pursuit of excellence". Among these are motivating our children to do their best, ensuring the involvement of parents on a continuing basis, and providing smaller classroom settings for students who are in need of more on-on-one instruction.

Through a concerted effort on the part of the school students, parents, and the community, we will continue to meet the challenges of our students as we strive to ensure that every student is successful.

Sandra Shaver, Principal

Pam Dyson, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	135	35
Percent satisfied with learning environment	100.0%	83.7%	88.6%
Percent satisfied with social and physical environment	100.0%	81.1%	88.6%
Percent satisfied with home-school relations	100.0%	91.0%	81.3%

*Only students at the highest middle school grade level at this school and their parents were included.